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ABSTRACT

The general objectives of the program for migrant children were to maximize the educational potential of the migrant child and to increase the probability of a successful educational experience in the public schools. A total of 21 students ranging in age from 4 to 5 1/2 years were enrolled in the kindergarten class. Two races were represented with 71.4% Negro and 28.6% Caucasian. The Hoffman Migrant Pre-School Checklist was used to assess the areas of self-concept, language development, specific psychomotor skills, and expanded experiences. The checklist was completed on each child at the beginning of the program and at the conclusion of the program. Weight gains were the only physical changes measured. Each student was provided breakfast and lunch daily at school. Each student also received a physical examination, dental care, and professional help as needed. Major conclusions, based on an analysis of data, were that the behavior of the migrant participants in the preschool project appears to have changed in a positive direction in terms of self-concept, language development, specific psychomotor skills, and mastery of expanded experiences and that there was a small increase in pounds gained during the treatment period. (PS)

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EARLY CHILDHOOD EDUCATION FOR MIGRANTS: AN EVALUATION OF BEHAVIORAL AND PHYSICAL CHANGE

NELLIE J. SPINKS

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1972

Funded Under Title I ESEA as Amended by P.L. 89-750
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Lowndes County Schools
A. B. Martin, Superintendent

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Nellie J. Spinks
August 15, 1972

CONTENTS

ACKNOWLEDGMENTS	1
LIST OF TABLES	3
INTRODUCTION	4
SCOPE OF THE EVALUATION	4
OBJECTIVES	5
PROGRAM	5
PARTICIPANTS	6
MEASUREMENT OF CHANGE	7
PRESENTATION AND ANALYSIS OF DATA	7
CONCLUSIONS AND RECOMMENDATIONS	17
REFERENCES	19
APPENDICES	
Appendix A	20
Appendix B	26

LIST OF TABLES

Table		Page
1.	Pre- and Post-Treatment Percentages of Migrant Pre-School Students Exhibiting Self-Concept Behaviors on the Hoffman Migrant Pre-School Checklist	8
2.	Pre- and Post-Treatment Percentages of Migrant Pre-School Students Exhibiting Language Behaviors on the Hoffman Migrant Pre-School Checklist	10
3.	Pre- and Post-Treatment Percentages of Migrant Pre-School Students Exhibiting Specific Psychomotor Skills on the Hoffman Migrant Pre-School Checklist	12
4.	Pre- and Post-Treatment Percentages of Migrant Pre-School Students Exhibiting Mastery of Expanded Experiences on the Hoffman Migrant Pre-School Checklist	14

INTRODUCTION

Since the mid-1960's, the trend toward public support of pre-school curricula has grown and a number of innovative approaches for enriching the experiences of migrant pre-school children are currently being fostered by federal and state funding. In an attempt to meet the special needs of migrant children, the Lowndes County School System established a migrant kindergarten in January of 1972. Much of the basic curriculum structure for this early childhood program was adopted from material developed by the Institute for the Development of Human Resources at the University of Florida. The kindergarten was supported under Title I P.L. 89-10, ESEA as amended by P.L. 89-750 through the Georgia State Department of Education.

SCOPE OF THE EVALUATION

This study was designed to be essentially a product evaluation and its primary function was to assess the effectiveness of the early childhood project for the funding agency. However, educators interested in contemporary approaches for preparing deprived children for school experiences as well as professional participants in the project may find this research pertinent to their spheres of interest. Certainly the proponents of early childhood education for all pre-school children in Georgia should find the results of this experimental program of interest. The data gathered for this research supplies information on student changes in self-concept, language development, specific psychomotor skills, expanded experiences, and weight gains.

OBJECTIVES

The general objectives of the programs were to maximize the educational potential of the migrant child and to increase the probability of a successful educational experience in the public schools. The specific objectives for the program adopted by the Lowndes County Board of Education were the following:

1. To provide a program of health and nutrition and to increase understandings for care of one's physical self
2. To provide a rich environment that is conducive to learning
3. To provide opportunities for language development
4. To provide a wealth of experiences that will serve as a foundation for academic growth
5. To provide opportunities to develop a positive self-image by increasing awareness of self as a giving and receptive person, worthy of recognition and acceptance, and capable of successful experiences in the school world
6. To provide a well-balanced program of physical activities

PROGRAM

The migrant kindergarten was maintained by a coordinator of migrant programs, a classroom teacher, and a teacher aide. Located at Westside School, the kindergarten classroom was equipped to provide flexible and functional arrangements of learning material in centers of interest including housekeeping, blocks, art, science, books, and language arts. The personnel and physical facilities made individual, small group, and large group instruction feasible. Language arts were taught with a variety of activities including group discussions, story telling, dramatization of stories, games, puzzles, filmstrips, movies, slides, and looking at

books. Basics for learning mathematics and science were an inexorable part of planting seeds, counting blocks, feeding pets, and making cookies. The teacher correlated psychomotor activities with music by instructing the students to skip, hop, and keep time with the rhythm of songs. Rhythm instruments were vehicles also used for teaching music. Painting, wood working, collage construction, finger painting, working with clay, and drawing with crayons were among activities integrating psychomotor skills with art. Appendix A contains sample lesson plans used in the program and the class schedule of events is presented in Appendix B.

In addition to classroom experiences, students were provided enrichment experiences on the basis of need. Each student was provided a type "A" breakfast and a type "A" lunch daily at school. Each student received a physical examination and dental care. Field trips to cultural centers in the community were made at planned times during the year. Special professional help from speech therapists, visiting teachers, psychometricians, and the special education coordinator of the school system was given to the students as the need arose during the school year.

PARTICIPANTS

The early childhood program for migrants began in January of 1972 with an enrollment of fourteen. Seven more students were added during the year making the total number of participants twenty-one by the conclusion of the program in June of 1972. All students were volunteers and they were enlisted by the coordinator of migrant programs. The male and female participants ranged in age from four to five and one-half years. Two races were represented with 71.4 percent Negro and 28.6 percent Caucasian. All students were from migrant families, that is, families that had moved across state, county or school district lines within a

year's time for agricultural employment purposes.

MEASUREMENT OF CHANGES

The Hoffman Migrant Pre-School Checklist (Hoffman and Mottola, 1971) was used to assess the behavioral areas of self-concept, language development, specific psychomotor skills, and expanded experiences. The checklist was completed on each child by two observers at the beginning of the program and at the conclusion of the program. The two observers were the coordinator of the migrant programs in the county and the kindergarten teacher.

Weight gains were the only physical changes measured. Each student was weighed in pounds on the same set of scales once a week on Wednesday morning during the four month time period encompassed by the program. The kindergarten teacher and the teacher aide weighed and kept the records of weight gains.

PRESENTATION AND ANALYSIS OF DATA

To analyze the data, percentages, means, modes, and ranges were among the kinds of descriptive statistics computed. Tables 1, 2, 3, and 4 present the pre- and post-treatment percentages for each behavior mastered on the Hoffman Migrant Pre-School Checklist. A perusal of Table 1 reveals that none of the self-concept behaviors on the Hoffman Migrant Pre-School Checklist were exhibited by the students before the kindergarten treatment. After the treatment, every student exhibited six of the behaviors. These behaviors were the ability to verbalize his own name and sex, to help himself with bodily needs, to plan what he would do during play, to recognize other children's feelings, to verbalize growth patterns, and to know groups to which he could belong. At least eighty percent of the students

TABLE 1

PRE- AND POST-TREATMENT PERCENTAGES OF MIGRANT PRE-SCHOOL STUDENTS EXHIBITING SELF-CONCEPT BEHAVIORS ON THE HOFFMAN MIGRANT PRE-SCHOOL CHECKLIST

SELF-CONCEPT BEHAVIORS	PERCENTAGES	
	Pre-Treatment	Post-Treatment
Child verbalizes his own name and sex	0.0	100.0
Child verbalizes family members	0.0	95.0
Child knows at least five other children's names	0.0	95.0
Child recognizes self in pictures	0.0	85.0
Child can describe friends	0.0	0.0
Child enjoys sharing his work with others	0.0	70.0
Child helps self: dressing, washing, toileting	0.0	100.0
Child talks to other children	0.0	75.0
Child talks to adults	0.0	55.0
Child talks about his family and nome	0.0	35.0
Child likes to participate in small group activities	0.0	95.0
Child uses tape recorder	0.0	80.0
Child recognizes own voice on tape	0.0	70.0

TABLE 1 (CONTINUED)

Child sings or dances to music from his culture	0.0	25.0
Child plans what he will do during play	0.0	100.0
Child talks about personal feelings	0.0	0.0
Child recognizes other children's feelings	0.0	100.0
Child knows body parts	0.0	85.0
Child takes creative work home	0.0	95.0
Child brings things from home to school	0.0	40.0
Child knows what family members do	0.0	0.0
Child verbalizes growth patterns: baby, child, adult	0.0	100.0
Child assumes responsibilities	0.0	50.0
Child knows groups to which he can belong	0.0	100.0
Child plays adult roles in dramatization and free play	0.0	60.0
Child finds appropriate ways to demonstrate personal feelings	0.0	60.0

TABLE 2

PRE- AND POST-TREATMENT PERCENTAGES OF MIGRANT PRE-SCHOOL STUDENTS EXHIBITING LANGUAGE BEHAVIORS ON THE HOFFMAN MIGRANT PRE-SCHOOL CHECKLIST

LANGUAGE BEHAVIORS	PERCENTAGES	
	Pre-Treatment	Post-Treatment
Child talks to children individually	5.0	75.0
Child talks to adults	15.0	70.0
Child can name common objects	0.0	95.0
Child uses simple complete sentences	10.0	75.0
Child talks in small group conversation	5.0	100.0
Child uses telephone	0.0	100.0
Child talks with puppets	0.0	65.0
Child participates in finger plays	0.0	40.0
Child sings songs	0.0	40.0
Child recognizes different sounds	0.0	100.0
Child understands directions	10.0	100.0
Child answers questions	10.0	55.0
Child supplies words for missing words in story	0.0	40.0
Child recognizes voice on tape recorder	0.0	0.0

TABLE 2 (CONTINUED)

Child uses adjectives in describing objects	0.0	0.0
Child enjoys stories read	10.0	100.0
Child tells stories to small group	0.0	0.0
Child verbalizes feelings	10.0	70.0
Child verbalizes tastes	0.0	100.0
Child speaks easily and consistently	10.0	45.0
Child uses sentences	10.0	65.0

TABLE 3

PRE- AND POST-TREATMENT PERCENTAGES OF MIGRANT PRE-SCHOOL STUDENTS EXHIBITING SPECIFIC PSYCHOMOTOR SKILLS ON THE HOFFMAN MIGRANT PRE-SCHOOL CHECKLIST

SPECIFIC PSYCHOMOTOR SKILLS	PERCENTAGES	
	Pre-Treatment	Post-Treatment
Can (a) jump	0.0	100.0
(b) hop	0.0	0.0
(c) skip	0.0	30.0
Builds with blocks	0.0	100.0
Can string large beads	0.0	100.0
Can string small beads	0.0	95.0
Can assemble wooden puzzle		
(a) 4-6 pieces	0.0	100.0
(b) 8-10 pieces	0.0	70.0
Can understand and follow two simple directions	0.0	100.0
Can tear random shapes out of paper	0.0	95.0
Can hold and use brush and crayons	0.0	100.0
Uses tempora paint and finger paint	0.0	100.0
Uses scissors	5.0	90.0
Uses paste	0.0	100.0
Uses Play Dough	0.0	100.0
Hops, walks and dances to music	0.0	70.0

TABLE 3 (CONTINUED)

Begins cleaning up toys without being told	0.0	65.0
Matches a picture of an object to an actual object	0.0	85.0
Replicates a pattern	0.0	55.0
Creates own pattern	0.0	50.0
Classifies according to (a) size	0.0	55.0
(b) shape	0.0	55.0
(c) color	0.0	55.0
Understands opposites (up, down; large, small)	0.0	90.0
Matches on one to one basis	0.0	80.0
Understands concept of both	0.0	100.0
Orders according to size (big, bigger)	0.0	75.0
Classifies on a dual dimension (2 red, 2 big)	0.0	75.0
Understands concepts of "more", "less"	0.0	55.0
Understands concepts of five	0.0	60.0
Notices and names a missing object removed from a group	0.0	90.0
Reconstructs order (first, next, last)	0.0	95.0
Verbalizes order (first, next, last)	0.0	15.0

TABLE 4

PRE- AND POST-TREATMENT PERCENTAGES
OF MIGRANT PRE-SCHOOL STUDENTS EXHIBITING
MASTERY OF EXPANDED EXPERIENCES ON THE
HOFFMAN MIGRANT PRE-SCHOOL CHECKLIST

BEHAVIORS OF EXPANDED EXPERIENCES	PERCENTAGES	
	Pre-Treatment	Post-Treatment
Talks with adults, children at meal time	0.0	45.0
Tries new foods willingly	0.0	55.0
Rolls and catches a ball	5.0	90.0
Throws a ball underhand	0.0	75.0
Dresses self	0.0	40.0
Selects art activity independently	0.0	50.0
Plays parallel with another child	0.0	0.0
Plays with another child	0.0	20.0
Selects play activity independently	0.0	0.0
Plays with a group of children	0.0	80.0
Demonstrates ability to follow rules	0.0	75.0
Takes initiative in making rules	0.0	5.0
Enjoys a party activity within classroom	0.0	100.0

TABLE 4 (CONTINUED)

Participates in a group activity (e.g. mural painting)	0.0	100.0
Kesponds without crying to visitors in classroom	0.0	100.0
Talks with visitors in classroom	0.0	30.0
Shows willingness to go outside classroom situation	100.0	100.0
Shows willingness to use playground equipment	100.0	100.0
Demonstrates creativity in finding new ways of using toys and equipment	0.0	0.0

showed mastery of thirteen of the behaviors. None of the students were able to master three of the behaviors on the checklist which were the ability to describe friends, to talk about personal feelings, and to know the function of his family members. In general, there was a great increase in the percentage of students showing specified self-concept behaviors.

Table 2 shows the pre- and post-treatment percentages of students displaying language mastery. Before the kindergarten experience, small percentages of students exhibited mastery in ten of the behaviors. However, there were considerable increases in the percentages after the treatment especially for naming common objects, talking on the telephone, recognizing different sounds, and verbalizing tastes. Student percentages failed to increase for only three behaviors. After the treatment, all of the students exhibited six of the behaviors including talking in small group conversations, using the telephone, recognizing different sounds, understanding directions, enjoying stories, and verbalizing tastes.

Table 3 shows that of all the specific psychomotor skills on the checklist, only a very small percent of the migrant students exhibited one of the behaviors on the checklist before the kindergarten treatment and that behavior was using scissors. However, post-treatment percentages of students revealed gains in behaviors with one hundred percent of the students mastering ten of the behaviors. Among these behaviors were block building, stringing beads, and skipping. The ability to hop was the only behavior not mastered by any of the students at the conclusion of the treatment.

An examination of Table 4 reveals that, unlike the other behavioral areas on the checklist, the expanded experiences area was one in which one hundred percent of the students displayed two of the behaviors before the treatment; these were the willingness to go outside the class-

room situation and the willingness to use the playground equipment. At the conclusion of the treatment, one hundred percent of the students had mastered five of the behaviors, e.g., enjoying party activities and participating in group activities. Students were unable to show two of the behaviors at the conclusion of the treatment.

The mean weight gain for the total number of participants was 1.09 pounds. The mode was 3 pounds and the range was from -5 to 8 pounds. When the weight gain scores were calculated for the fourteen participants who were enrolled from the beginning to the conclusion of the program, the mean weight gain was 1.78 pounds. The mode was 3 pounds and the range was from -5 to 8 pounds. Only three students lost weight during the program and the remaining eighteen students gained some weight.

CONCLUSIONS AND RECOMMENDATIONS

Based on the analysis of data, the behavior of the migrant participants in the pre-school project appears to have changed in a positive direction in terms of self-concept, language development, specific psychomotor skills, and mastery of expanded experiences. Physically, the students changed in terms of weight in that there was a small increase in pounds gained during the treatment period. Many parameters could have influenced the behavioral and physical changes including the kindergarten treatment, maturation, and other extraneous variables. However, it seems safe to say that the migrant pre-school project was an obvious variable that could have effected the differences in behaviors exhibited before and after the treatment and the increase in weight of the students. The breakfast and lunch served to the students during the school day may have been the most well-balanced meal any of the students ate, and the probability of these meals affecting the weight of the

students seems considerable. Because the project began in the middle of the school year, an adequate control group could not be found in the area. However, the use of a control group could have contributed to the strength of the conclusions.

The early childhood program for pre-school migrant children seems to have met its general objectives as verified by the data describing the product of the project. The specific objectives for the project were met in varying degrees as certified by periodic observations during the year. Schedules, sample lesson plans, and enriching experiences conducted during the school day and described in this monograph are supportive data for the above statement. The findings from this evaluation study suggest the following recommendations:

1. The early childhood education program for migrant children should be continued for a second year in Lowndes County.
2. The feasibility of adding a control group to the program should be explored.
3. A longitudinal study on the success of the migrant participants in elementary schools should be made.

The recommendation that the program should be continued for a second year was made because of the positive changes in students at the conclusion of the treatment period. The addition of a control group to the program and a longitudinal study were recommended to refine and strengthen the conclusions that can be drawn from the project. Certainly the perfecting of methods and models for early childhood education through experimental projects offers hope for all children to have meaningful and productive educational experiences as research makes possible relevant data for decision making.

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APPENDIX A

SAMPLE LESSON PLAN I

TEACHER: Emma Stevens

Week January 24-28, 1972

AREA OF INTEREST: "We Come to Kindergarten"

Needs	Objectives	Learning Activities	Resource Materials
To become secure and comfortable with the Kindergarten, the environment, the routine, and the people. (both children and adults) involved. Helping the child make a successful transition from home to school.	As a result of this unit the children will: 1. Name members of the class.	Sit in circle (group time) The teacher begins, "My name is"; turns to child and touches each. Child repeats, "My name is". Play "Guess Who". Sing "Came to school today".	Creative Family Puppets "Let's Start" Picture Box "Occupational Cards" Peabody Level 2 "Workers in our Neighbothood". Picture stories by Scott. "School and School Helpers". Picture kit by David Cook. "Poster of the Month" Instructo "Let's be Friends" by Bryant "Our School" Sheldon Reader Records, piano, autoharp, rhythm sticks Name tags, Photographs of children
	2. Name the teacher, aide and custodian.	Introduce staff to children. Children repeat names. Look at pictures of school workers and at their jobs. Talk about what school helpers do. Talk about what the child can do to help the teacher and workers. Sing "This is the way our teacher works".	
	3. Recognize their names verbally and printed.	The child will: Find his locker by name tag. Find his name on the book stack. Hold his name card in front of him. Know his name tag on his coat. Locate his photograph and tell his name.	

Week January 24-28, 1972

Needs	Objectives	Learning Activities	Resource Materials
	4. Say the name of the school.	Repeat the name of the school. Sing, "We go to Westside". Play, "Coming to school".	Phono-viewer Program. "Do you Suppose Miss Riley Knows".
	5. Identify the school environment, locker room, kitchen, bathroom, Kindergarten room and playground.	Take a tour of the school and talk about it.	
	6. Name and identify the centers of activities.	Work and play in each center.	
	7. Accept the role of teacher as a figure of authority, as a person of trust, as a special friend who "loves and cares" and a special friend to "love".	Follow directions, begin to listen. Talk informally to teacher. Listen to record about a teacher. Move from one part of routine to next as signals are given.	

SAMPLE LESSON PLAN II

AREA OF INTEREST: Health, Safety and Sanitation

Week February 21-25, 1972

LEAD TEACHER: Emma Stevens

Needs	Objectives	Learning Activities	Resource Materials
Acquire safe living habits in home, school, community and other environments.	As a result of this unit, the child will: 1. Exhibit a positive attitude towards the firemen and their services. 2. Obey the rules of fire safety which the firemen set up.	SING: "Oh, I Am A Fireman". "Thank You Mr. Fireman". "The Firetruck". Use Fireman Puppet. Listen to stories from books and look at the pictures. Talk to firemen about safety rules. 1. Do not play with matches. 2. Do not play with fire. 3. Stay away from burning leaves and trash. 4. Do not stand too close to the stove or fireplace. 5. Do not put gas on a fire. 6. If your clothes catch on fire, drop to the floor and roll...not run. 7. If your house catches on fire, run out. 8. If you see a fire tell your mother or daddy. 9. Jump out of the window if the fire is near the door.	Sherman Character Puppet of the Fireman. BOOKS: "My Friend, the Fireman". (Show and Tell Book, by Sylvia Tester) "I Want To Be A Firemen" Gosset & Dunlap "Safety can be Fun" Munroe Leaf "Songs of Mr. Small" Lois Linskey "Fire Engines" Izawg "The Great Big Fire Engine Book" Gergely "Come to the City" Tensen PUZZLES: 1. Fireman 2. Firetruck DAVID COOK TEACHING PACKS 1. Home and Community Helpers. 2. Safety Theme. 3. My Community.

AREA OF EMPHASIS: big - little
large - small

LEAD TEACHER: Emma Stevens

Week February 21-25, 1972

Needs	Objectives	Learning Activities	Resource Materials
To understand and use words which classify objects.	As a result of this unit, the child will: 1. Classify real objects as "large or small", "big or little"	Pick out small and large objects in room. Pick out small and large people in the room.	Tables - chairs Piano - Record Player Teachers - children
	2. Classify pictured objects as large and small, big and little.	Mark the largest object in a row or picture. Mark the smallest objects in a row or picture. Listen and respond to stories. Pick out large and small animals on the posters. Pick out large and small objects on posters. Rhythm dance "Giants and Fairies". Play Giant Step.	DITTO MATERIALS: Experiemntal Development program: Benefic Press. a. Largest house, etc. b. Largest knife, etc. Bank Street Readiness. a. Large boy b. Small girl c. Large dog d. Small cat BOOKS: Big or Little...A You Tell Me Book...Bank Street. Big Beds and Little Beds Early Start Wonder Book Clifford the Big Red Dog Bridwell POSTERS: Animals and their Young Milton Bradley Instructor Kindergarten Primary Arithmetic Vocabulary Chart "Rainbow Rhythms for Children" Nora Bell Emerson

SAMPLE LESSON PLAN III

AREAS OF EMPHASIS: Color - orange
Shape - rectangle
Words - happy - sad

LEAD TEACHER: Emma Stevens

Week Feb. 28- March 3, 1972

Needs	Objectives	Learning Activities	Resource Materials
To identify and name colors.	As a result of this unit, the child will: 1. Name the color orange. 2. Identify the color orange. 3. Distinguish orange from red, green, yellow and blue.	Taste orange foods. Pick out orange objects in room. Listen to story and respond as teacher asks "What Color is this?" Use orange art media. Follow directions coloring an orange as they see transparancy.	FOOD: Orange slices. Orange candies. Slices of carrot. Orange drinking cups. Orange clothing. Orange pieces of manipulative materials. Bank Street You Tell Me Book, "What Color is This?" Art Media: Construction paper. Crayons. Tempera. Visual Discrimination: Skills: Milliken (p. 3)
To identify and name the shapes.	As a result of this unit, the child will: 1. Name the shape rectangle. 2. Identify the shape rectangle. 3. Distinguish rectangle from circles, squares, and triangles.	Sing, "Did You Ever See a Rectangle...an orange one?" Place orange rectangles on with other shapes. Trace rectangle...dotted. Complete broken rectangle. Draw Rectangle. Look at showbox and see that it is a rectangle. Cut out rectangles and paste on orange construction paper.	Orange construction paper. DITTO: 1. Perception-Geometric Designs #6400 - 5 2. Hays, Reading and Arithmetic Readiness (p. 20) 3. Bank Street Readiness Number 18. Peabody #2 Shape cards. Shoebox.

APPENDIX B

LOWNDES MIGRANT KINDERGARTEN SCHEDULE

Time	Activities
8:00 - 9:00	Teacher and aide prepare for the day
9:00 - 9:30	BREAKFAST 1. Children hang up wraps 2. Wash up 3. Eat breakfast 4. Toilet and brush teeth
9:30 - 10:30	FREE PLAY . . . ACTIVITY . . . CLEAN UP (This is a child directed activity. Child may choose any activity among the centers set up. He moves freely from one activity to another, spending as little or as much time in each as he wishes. CENTERS ARE: 1. Music 2. Reading 3. Manipulative Materials (games) 4. Home making 5. Grocery 6. Blocks and transportation 7. Art (There are always certain art media available for choice: (a) crayons (b) scissors (c) paste, paper, pictures (d) pencils. Teacher plans for art experiences such as: (a) Tempera (b) finger-paint (c) dough. 8. Science
10:30 - 11:00	GROUP TIME Teacher calls children in group around her and this includes some or all of the following things, time permitting and interest span of the group. 1. Counting children 2. Saying names of children and teachers who come to school. 3. Flag time 4. Weather-month-days-seasons 5. Sharing experiences or sharing something brought to school 6. Checking science table . . . bulletin boards 7. Manners, safety, health 8. Birthdays 9. AREA OF INTEREST FOR DAY . . . UNIT . . . THEME (We sing about it, talk about it, see pictures about it, have stories about it, have art activities about it, film strips about it, resource people, field trips, and we play about it. Group Time is active, quiet, active, quiet. Fingerplays, songs, instruments, rhythms are used as needed.

11:00 - 11:15 TEACHER DIRECTED ART ACTIVITY
Teacher and aide working together . . . each with half of the group.

11:15 - 12:15 SPECIAL LEARNING TIME
11:15 - 11:45 - aide takes 4 year old group outside; teacher works with 5 year olds
11:45 - 12:15 - aide takes 5 year old group outside; teacher works with 4 year olds

This is a special time when we use Peabody, Bank Street Early Childhood Materials and other readiness materials.

12:15 - 1:00 PREPARE FOR AND EAT LUNCH
1. Toilet and wash up
2. Settle down for a story while aide readies for lunch
3. Eat lunch
4. Brush teeth and toilet.

1:00 - 2:00 REST (must rest 1 hour . . . can rest till 2:30 if needed.)
1. Put mats down
2. Rest . . . teachers rubbing backs . . . soft music
3. Put mats away
4. Snack

2:00 - 2:30 OUTSIDE PLAY
For those awake

2:30 - 3:00 PREPARE TO GO HOME
1. Gather wraps and materials to take home
2. Talk about today and tomorrow
(Teacher has children in group.)
3. Musical activities . . . story

3:00 - 3:30 Teacher and aide clean up . . . get ready for tomorrow

3:30 - Teacher prepares for tomorrow